



INTERNATIONAL BACCALAUREATE ORGANIZATION

Diploma Programme

Guide to school application

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Introduction

This *Diploma Programme guide to school application* should be read in conjunction with:

- *Diploma Programme school guide to the authorization visit*
- *Diploma Programme application form parts A and B*
- *Application procedure for candidate schools*
- *Rules for authorized schools: Diploma Programme*
- *Programme standards and practices*
- *IB learner profile booklet*
- *General regulations: Diploma Programme*

Further information can be found in *Schools' guide to the Diploma Programme* (<http://www.ibo.org>).

We welcome your interest in the International Baccalaureate Organization (IBO) and look forward to working with you as you seek to develop and implement the Diploma Programme at your school.

This document aims to guide candidate schools through the process of applying for authorization to offer the Diploma Programme. It should be made available to, and used by, all staff and school administrators who are involved in the preparation of the application and who may become involved in the teaching and administration of the programme once authorization has been granted. A school **must** have received official IBO authorization before it begins to:

- teach the Diploma Programme
- register candidates for examinations
- advertise itself as an IB World School.

Application and authorization

This *Diploma Programme guide to school application* indicates the specific areas of a school's operation that would be most directly affected by the introduction of the Diploma Programme. The guide outlines:

- the issues that need to be addressed by a school proposing to implement the programme
- a timetable for implementation of the programme in a school
- a list of the documentation that must support the application for authorization.

A companion document, the *Diploma Programme school guide to the authorization visit*, provides details of the aims, processes and possible outcomes of the authorization visit.

The application process

The application process has two phases.

- A feasibility study, including identification of resources, leading to the filing of a completed *Application form part A* with the regional office.
- A school visit by an IBO visiting team. The regional office must receive a completed *Application form part B* at least two months before the planned visit.

Feasibility study and identification of resources

During phase one of the application process, the school examines the Diploma Programme philosophy and curriculum, together with the programme standards and practices, to determine how they may be interpreted and applied in the school, and how the needs of the students may be met. A thorough feasibility study should be conducted on the possible consequences of implementing the programme. All members of the school community should be consulted, including students, parents, teachers and heads of department. The IBO regional offices provide information and guidance on this process. As part of the feasibility study, and in order to examine the programme in depth, it is essential that schools obtain the relevant Diploma Programme curriculum guides and publications. These are available from the sales and marketing department of the IBO. The IBO web site (<http://www.ibo.org>) provides a list of publications, along with information on how to order online from the IB store.

During the application process, and in consultation with the regional office, teaching staff who will be involved in the implementation of the Diploma Programme are required to undertake IBO-approved professional development.

Schools will then prepare and collate the materials needed to accompany the application. The school submits the following material to the regional office:

- completed Diploma Programme application form part A
- the required supporting documentation.

Note: The *Diploma Programme application form part A* (for acceptance as a candidate school) and *part B* (indicating readiness for a visit) as well as all appendices should be completed electronically and returned to the appropriate regional office. In consultation with the regional office, any supporting documentation should be sent on CD-Rom(s) wherever possible. Where this is not possible, hard copies of the documents should be provided. Please ensure that the school is clearly identified in all correspondence. Introductory seminars and training workshops, organized by the IBO regional offices, also offer important information on the programme and, on the recommendation of the regional office, schools can contact or visit a variety of IB World Schools in their region.

School visit by an IBO visiting team

On completion of a favourable review of the submitted *Application form part B*, the regional office arranges an authorization visit by an IBO visiting team.

The candidate school benefits from the advice of the IBO visiting team and receives feedback on its plans for implementation, while the visiting team gathers information on the school's commitment to, and ability to offer, the Diploma Programme. The purpose of the authorization visit is to:

- consult those who will be involved in the implementation of the programme
- evaluate a school's preparedness
- complete a report on the school's overall capability to implement the Diploma Programme.

The visit includes:

- interviews with school administrators and teaching staff
- a tour of the school facilities
- discussions with students, parents and other members of the school community
- visits to classes (optional).

The *Diploma Programme school guide to the authorization visit* describes this process in detail.

Authorization and participation

The IBO visiting team will prepare an authorization visit report that will be sent to the regional office. The regional director will then submit the report to the IBO director general who will make the final decision concerning the application for authorization and will notify the school of this. In some regions, a committee is established to:

- review the application
- report on the school visit
- vote on a formal recommendation to the IBO director general.

Schools **must** be authorized before they begin teaching the Diploma Programme. Between the time the IBO director general authorizes a school and the time the school starts to teach the programme there may still be some matters to be addressed. These are notified to the school by the IBO director general and must be attended to by a specified date, and to the satisfaction of the regional office. Failure to implement such requests could result in the school's authorization status being put at risk and the withdrawal procedure (see article 10 of *Rules for authorized schools: Diploma Programme*) being put into effect.

Authorized schools are also expected to submit a response to any recommendations made in connection with the authorization visit (communicated to the school by the regional office) and to demonstrate an ongoing commitment to professional development.

An annual subscription fee is payable by all IB World Schools.

A timetable for the authorization process is provided at the end of this document. Further information can be obtained from the IBO regional offices.

Aims and objectives of the Diploma Programme

A world-recognized qualification

In the years since its founding, the Diploma Programme has become a leading, internationally recognized pre-university qualification. It is now a symbol of academic excellence worldwide. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills. He or she is also encouraged to appreciate the universal value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity that we all share.

While each component of the Diploma Programme has specific aims and assessment objectives, as outlined in each subject guide, the distinctive aims of the programme as a whole are to:

- provide an internationally accepted qualification for entry into higher education
- promote international understanding
- educate the whole person, emphasizing intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.

Criteria and conditions for authorization

(Please also refer to articles 3 and 5 of *Application procedure for candidate schools*.)

1. Diploma Programme candidate schools (that is, schools whose *Application form part A* has been accepted by the regional office) shall be committed to the promotion of international understanding through education, as expressed by the standards and practices of the IBO. In particular, they shall:
 - a) through their pedagogy, promote and open opportunities for educational excellence by providing a balanced curriculum and by facilitating concurrency of learning
 - b) introduce students to skills appropriate to independent research via the extended essay
 - c) recognize the fundamental, integrative role of theory of knowledge (TOK) and the habits of mind that it should inculcate in students
 - d) realize the potential of the creativity, action, service (CAS) requirement, complementing academic pursuits in the personal development of students.
2. Schools shall demonstrate to the IBO that they will have the required teaching faculty, administrative staff and other resources with which to implement the Diploma Programme successfully. Since the IBO is conscious of the vast disparities in resources available to schools in different parts of the world, agreement on this issue shall be a matter of consultation and guidance, if necessary over an extended period of preparation.
3. Schools shall demonstrate their legal status and financial viability on the basis of appropriate documentation. Schools may be asked to furnish proof to the IBO that their application to participate in the Diploma Programme has the approval of their local, regional or national authorities.
4. Schools shall formally agree to bind themselves to full acceptance of all IBO requirements encompassing the effective conduct of the Diploma Programme, with particular attention to its student-centred philosophy, TOK and CAS. Schools will appoint a Diploma Programme coordinator and a CAS coordinator.
5. Each school, or each campus of a school that is located on two or more sites, is admitted as a separate entity. This policy is reflected in the payment of all fees.
6. It is imperative that potential Diploma Programme teachers have undertaken IBO-approved professional development before teaching their subject.
7. Schools are authorized to teach only their own students. Schools may register candidates from other schools for examinations only if they are retake candidates whose circumstances prevent them from attending their original school for the subsequent examination session. Authorized participating schools may not register candidates from unauthorized schools.
8. The programmes of the IBO should not be marginal in IB World Schools; it is expected that they will positively influence those sections of a school not following an IB programme.
9. The IBO visiting team will take into consideration factors that include:
 - the extent to which plans are in place for the school to achieve the standards and practices of the programme
 - the degree to which the teaching and learning at the school supports students in developing the attributes listed in the *IB learner profile booklet*
 - what the school can bring to its own community and to that of the IBO
 - how the school's organizational structure supports the implementation of the programme and the philosophy of the IBO
 - the school's relationship with other schools in the local community.

10. New schools should normally have been in existence for at least three years before they can be authorized to offer the Diploma Programme.

The IBO reserves the right to deny participation to any school whose philosophy, policy, standards or practices are judged to be incompatible with those of the IBO.

Authorization to offer the Diploma Programme may be withdrawn if the IBO is not satisfied that the programme is being implemented within its pedagogical and administrative guidelines. In all such instances, due consideration shall be given to protect the interests of students already enrolled in the Diploma Programme.

Only authorized schools are entitled to use the IB World School logo, or advertise themselves as an IB World School, and only in connection with the IB programme(s) they have been authorized to teach.

The head and school administration

The head and school administration must ensure that:

- the school fully endorses the philosophy of the Diploma Programme
- the philosophy of the school is compatible with the philosophy of the Diploma Programme
- a formal decision with regard to the adoption of the Diploma Programme has been taken by the governing body
- the head of school is actively supportive of the Diploma Programme and is involved at an appropriate level to ensure its success
- the adoption of the Diploma Programme is generally welcomed by the teaching staff of the school
- there is a strategic plan for the implementation of the Diploma Programme, identifying responsibilities for:
 - the head of school
 - the Diploma Programme coordinator
 - the TOK teacher(s)
 - the CAS coordinator(s)
 - subject teachers and others involved in the programme
- they are familiar with:
 - the IBO's mission statement
 - the philosophy and structure of the Diploma Programme
 - the *Programme standards and practices*
 - the *IB learner profile booklet*
- a professional development plan is in place to support the Diploma Programme
- adequate time is made available for the planning and consultation necessary to implement the Diploma Programme
- there is a uniform approach to curriculum planning, including a commitment to collaborative planning
- a Diploma Programme coordinator is appointed, with a clearly formulated job description and sufficient time to carry out his or her responsibilities and to obtain appropriate IBO-approved professional development
- a CAS coordinator is selected, with sufficient time to oversee the organization, management and paperwork required for all CAS activities
- the school literature, advertisements and promotional activities do not give the impression that the school is authorized to offer the Diploma Programme until it has been officially authorized by the IBO
- the qualifications and experience of Diploma Programme subject teachers are appropriate for the successful teaching of the programme
- appropriate provision is made for the orientation and training of existing and new staff members to acquaint them with:
 - the IBO's mission statement
 - the philosophy and structure of the Diploma Programme
 - the *Programme standards and practices*

- the *IB learner profile booklet*
- the teaching of the programme within the school
- the requirements of the subjects they will be scheduled to teach
- sufficient funds are available for the purchase of all necessary resources to teach the Diploma Programme as effectively as possible and for staff to receive appropriate IBO-approved professional development.

The Diploma Programme coordinator

The Diploma Programme coordinator is the key person in any Diploma Programme school. The coordinator should:

- possess excellent interpersonal, communication and administrative skills
- be IT literate
- have a strong sense of responsibility for the academic needs and pastoral welfare of students.

A fundamental understanding of Diploma Programme requirements is essential.

It is recommended that the coordinator be recruited from the teaching staff of the Diploma Programme and that he or she becomes the pedagogical leader of the teachers involved and a member of the senior management team. The coordinator's job is demanding and complex; for it to be done well, sufficient release time, dedicated office space, secretarial support and photocopying facilities must be available. New coordinators should receive IBO-approved professional development that will equip them with a clear understanding of their role and responsibilities.

In general, the demands on the coordinator are proportionate to the number of Diploma Programme students and staff, and the number of subjects offered by the school. Fundamentally, the coordinator is responsible for providing information, guidance and administrative support to students (before and during their participation in the programme), colleagues, the head of school, and the local community. He or she is also responsible for the coordination of all activities related to the Diploma Programme. Responsibilities for CAS and TOK, however, should be delegated to other members of staff.

The coordinator will normally be responsible for advising students on subject choices. Information meetings for parents are a useful means of assisting students in this matter.

Once the school year begins, the coordinator's administrative tasks include:

- competently using IBNET, the online curriculum centre (OCC) and any other information and communication technology (ICT) developments aimed at assisting Diploma Programme schools ensuring that students and teachers meet the programme requirements and comply with the general regulations
- ensuring that teachers are equipped with OCC passwords, the current issue of *Diploma Programme coordinator notes*, pages from the *Vade Mecum* relevant to their subjects, and other appropriate IBO publications
- ensuring that CAS procedures are carried out properly and reflect the right spirit (see the *Creativity, action, service guide*, published in 2001)
- maintaining complete and accurate records
- administering the extended essay procedures
- ensuring that internal assessment in all subjects and TOK procedures are carried out properly including, where necessary, internal moderation
- registering candidates for examinations
- organizing the secure conduct of the examinations, including mock examinations, orals, arrangements for visiting examiners, prompt mailing of examination papers and ensuring that students obtain their results
- informing students of IBO services, for example: enquiry upon results, university recognition, university transcripts and legalization of diplomas.

Subject teachers

Subject teachers:

- must be familiar with:
 - the IBO mission statement
 - the *Programme standards and practices*
 - the contents of the *IB learner profile booklet*
- must have read the relevant Diploma Programme guide for their subject(s) and all associated documentation, for example, teacher support material, and must endorse the stated aims and objectives for the subject(s)
- must keep up-to-date with developments in curriculum and teaching methodology relevant to the age of their students and the nature of their subject(s)
- must receive appropriate professional development and support in the teaching and assessment of their subject(s)
- should meet regularly to work collaboratively and coordinate approaches to the programme
- must ensure that good quality materials and equipment such as books, computer hardware and software, audio-visual equipment and apparatus are available in sufficient quantities to facilitate the implementation of the Diploma Programme
- must ensure that the Diploma Programme's aims, objectives and conceptual framework are clearly addressed in those classes where the programme may be taught simultaneously with other programmes, for example, national programmes
- must ensure that all Diploma Programme courses permit and encourage the acquisition of oral, written and numeracy skills, and the development of analytical and thinking skills
- should emphasize the links between TOK and their subject(s)
- should be prepared to supervise students who choose to write extended essays in their subject
- should regularly visit the online curriculum centre (OCC) in order to:
 - obtain information and support
 - participate in online activities.

Students

Participation in the Diploma Programme demands intellectual rigour and high academic standards, but there is also a strong emphasis on responsible and ethical behaviour.

The IBO expects students to:

- participate in the Diploma Programme curriculum as structured and required by the school
- comply with all subject-specific regulations and internal school deadlines
- be given opportunities to develop the attributes listed in the *IB learner profile booklet*
- complete the Diploma Programme over a period of two years
- show intellectual honesty in the completion and submission of all work
- acknowledge fully, and in detail, the work, thoughts or ideas of another person if incorporated in work submitted for assessment
- submit separate pieces of work in order to fulfill the requirements of different assessment components (for example, extended essays and internal assessment)
- ensure that their own work is never given to another candidate, either in the form of a hard copy or by electronic means, knowing that it might be submitted for assessment as the work of that other candidate
- recognize the Diploma Programme coordinator as the intermediary for all communication with the IBO
- consider CAS activities as important to their personal development.

Facilities and equipment

The school management must ensure that appropriate and safe facilities, equipment and materials are readily available to support the Diploma Programme and the practical work involved in all subject groups, according to their individual requirements.

The library/resource centre

The school management and the library/resource centre staff must ensure that:

- the library is well designed and equipped to serve the requirements of the Diploma Programme and that it encourages both student and staff use
- library staff have appropriate training in librarianship and that they maintain an awareness of current thinking and new developments
- library staff have been consulted in assessing the needs of students and teachers involved in the Diploma Programme
- the collection of books, periodicals and reference materials meets the needs of the Diploma Programme, including all subjects, theory of knowledge and research for extended essays
- there is an annual library budget that provides sufficiently for the maintenance of, and additions to, the library's collection and equipment
- a proportion of the library collection is devoted to books and periodicals for the professional support and education of the teaching staff
- audio-visual equipment is sufficient in quantity, appropriate in type, in good repair, and readily available so as to be of effective use
- students and staff have access to documentation available through information technology
- Internet access is available for reference purposes.

Experimental science laboratories

Appropriate facilities, equipment and materials must be readily available to support the practical work involved in the group 4 experimental science subjects of biology, chemistry, physics, design technology and environmental systems standard level (SL).

The school administration and the science department staff must also ensure that the laboratories used for the teaching of the experimental sciences in the Diploma Programme comply with the highest professional safety and environmental standards for science education and also with local, regional or national regulations. The IBO recommends that schools consult the following statement on science education published by the International Council of Associations for Science Education (ICASE) Safety Committee.

The ICASE Safety Committee mission is:

to promote good quality, exciting practical science, which will stimulate students and motivate their teachers, in a safe and healthy learning environment.

In this way, all individuals (teachers, students, laboratory assistants, supervisors, visitors) involved in science education are entitled to work under the safest possible practicable conditions in science classrooms and laboratories. Every reasonable effort needs to be made by administrators to provide and maintain a safe and healthy learning environment, and to establish and require safe methods and practices at all times. Safety rules and regulations need to be developed and enforced for the protection of those individuals carrying out their activities in

science classrooms and laboratories, and experiences in the field. Alternative science activities are encouraged in the absence of sufficiently safe conditions.

It is a basic responsibility of everyone involved to make safety and health an ongoing commitment. Any advice given will acknowledge the need to respect the local context, the varying educational and cultural traditions, the financial constraints and the legal systems of differing countries.

Source: <http://www.icasonline.net>

Documentation checklist

Supporting documents to accompany application for authorization

Note: The *Diploma Programme application form part A* and *application form part B* as well as all appendices should be completed electronically and returned to the appropriate regional office. In consultation with the regional office, any supporting documentation should be supplied on CD-Rom(s) wherever possible. Where this is not possible, hard copies of the documents should be provided. Please ensure that the school is clearly identified in all correspondence.

Applications must be submitted by the deadline determined by the relevant regional office. The deadlines vary; individual regional offices will be pleased to supply their schedules and any additional information that may be appropriate.

To be considered complete, an application must be accompanied by the documents listed below (the number of copies will be specified by the regional office). This condition also applies when information is sent on CD-Rom(s). If any items are not available or applicable, please submit an explanation.

☐ **Completed *Diploma Programme application form part A* and *application form part B* and *Diploma Programme course outlines***

These should be signed by the teacher(s) who prepared them, with a resource analysis by each subject department. Please complete appendix 5 of the *Diploma Programme application form part B*.

☐ **Non-refundable application fee**

Please see the fee schedule for your region. This can be obtained from your regional office.

☐ **Documentary confirmation of the legal status of the school**

☐ **Written confirmation of support from the authorities that will finance the *Diploma Programme* in the school**

It is recommended that a copy of the governing body's policy decision to implement the programme is included.

☐ **Documentary evidence of long-term fiscal viability**

This should demonstrate that the school is an institution that meets its financial obligations, for example, audited budget statements of the last two years.

☐ **Implementation budget**

This should include provision for the professional development of staff at IBO-approved workshops. Please consult with the regional office for details.

☐ **The school prospectus, brochure or general information document**

☐ **Letters of support for the *Diploma Programme* from:**

- the principal or head of school

- the superintendent (particularly for public, separate or state-funded schools in North America)
- the president of the school board or other governing body.

☐ **A strategic plan for implementation of the Diploma Programme**

This should identify staff responsibilities for the head of school and the Diploma Programme coordinator, and the staff responsibilities for TOK and CAS, as well as for supervision of the extended essay.

☐ **Professional development of Diploma Programme teachers**

Please complete appendix 2 of the *Diploma Programme application form part A*.

☐ **Sample of a student's timetable for all Diploma Programme subjects**

This should be for the last two years of secondary schooling.

☐ **Detailed job description of the Diploma Programme coordinator**

Please see appendix 2 of the *Diploma Programme application form part B*.

☐ **Optional: Diploma Programme course sequencing chart**

This shows the subjects that students will complete in grades 9 and 10 leading to Diploma Programme subjects in grades 11 and 12 (where grade 12 is the last year of secondary schooling). Please complete appendix 6 of the *Diploma Programme application form part B*.

Timetable for the application process

The IBO must officially authorize any school wishing to offer the Diploma Programme to its students. Authorization is granted to schools that successfully complete the application process, by which schools present detailed plans and evidence that they are fully prepared and equipped to offer the Diploma Programme successfully. This application process has two phases, the duration of which may vary slightly from region to region. If successful, the application process culminates in the authorization of the school.

PHASE	DESCRIPTION	TIME REQUIRED	REQUIRED ACTIVITIES DURING THIS PHASE
Phase 1: feasibility study and identification of resources— <i>Application form part A</i> accepted and candidate school status granted	Phase 1 begins with the first contact with the regional office, continues through the various listed activities, and concludes with an informed decision to complete <i>Application form part A</i> to become a candidate school with OCC access. This phase assumes there is a positive commitment to seek authorization and a thorough understanding of the programme by on-site school administrators and teachers. It involves the preparation of application materials and the submission of the formal application, the required supporting documentation and the application fee.	<i>Application form part A</i> to be submitted at least 15 months prior to commencement of teaching	<ul style="list-style-type: none"> Order relevant publications from the sales and marketing department at IBCA. Attend a Diploma Programme introductory seminar. Contact or visit IB World Schools authorized to offer the Diploma Programme after consultation with the regional office. Demonstrate ongoing commitment to professional development by sending teachers to training workshops. Identify potential Diploma Programme coordinator. Gain support from teachers, head of school, school board, parents and students. Inform the regional office of intention to apply to participate in the Diploma Programme. Obtain both parts of the application form and prepare <i>Application form part A</i> using the <i>Diploma Programme guide to school application</i> supplied by the regional office. Submit formal application and plan visit using the <i>Diploma Programme school guide to the authorization visit</i>, also supplied by the regional office.
Phase 2: school visit by an IBO visiting team	<i>Application form part B</i> is completed. There is a visit to the school by an IBO visiting team after regional office receives <i>Application form part B</i> .	<i>Application form part B</i> to be submitted at least two months prior to visit	<ul style="list-style-type: none"> IBO visiting team visits school following receipt of completed <i>Application form part B</i> with accompanying documentation by the regional office. Visiting team reviews <i>Application form part B</i> and submits report to the IBO director general for final decision.
Outcome: authorization and participation	If successful, the school is authorized to offer the Diploma Programme and will be eligible to register candidates for examinations.	At least 12 months after the beginning of phase 1	<ul style="list-style-type: none"> IBO director general notifies the school of authorization. School begins teaching Diploma Programme. Regional office periodically reviews school's performance.

Appendix 1 Proposed IB Diploma Programme subjects

Diploma Programme groups	Subject(s) chosen	Estimated number of candidates at higher level	Estimated number of candidates at standard level	Language(s) of instruction
Group 1: language A1				
Group 2: language A2				
language B				
language <i>ab initio</i>				
classical languages				
Group 3: individuals and societies				
Group 4: experimental sciences				
Group 5: mathematics and computer science				
Group 6: the arts				
Theory of knowledge (TOK)	Compulsory	Not applicable	Not applicable	

Appendix 2 Professional development of IB Diploma Programme teachers

Please indicate when the head of school, prospective coordinator and IB Diploma Programme teachers, in each of the Diploma Programme subjects and requirements, have received or will be receiving training. It is expected that all teachers undertake training at IBO-approved workshops prior to beginning teaching. For specifics on regulations regarding building a Diploma Programme, refer to the *Vade Mecum*, section A. Attach extra sheets as necessary.

Diploma Programme groups	Teacher's name next to Diploma Programme subject course (indicate HL/SL)	Qualifications of each teacher (degrees, diplomas)	Date and location of teacher training	Future workshops to be attended
Head of school				
Diploma Programme coordinator designate				
Group 1: language A1				
Group 2: language A2				
language B				
language <i>ab initio</i>				
classical languages				
Group 3: individuals and societies				
Group 4: experimental sciences				
Group 5: mathematics and computer science				
Group 6: the arts				
Theory of knowledge (TOK)				
Creativity, action, service (CAS)				

Appendix 3 IB Diploma Programme course outlines

The following points should be addressed when preparing course outlines for each Diploma Programme subject to be taught. Please be sure to use IBO nomenclature throughout.

Name of the course

For example, English A1 HL.

Course description

In two to three paragraphs, describe the course in terms of focus, purpose, aims and objectives, the inclusion of internationalism, the proposed process and expected assessment. This should be a summary.

Topics

In narrative or outline form, list what you will cover in your course to meet the Diploma Programme syllabus requirements. In addition, if Diploma Programme courses are going to be combined with Advanced Placement or other curriculums, outlines should address additional topics not covered by the Diploma Programme syllabus.

Assessment

Knowledge of IBO-required assessments and descriptors should be evident. All parts of IB Diploma Programme assessment should be addressed, both internal and external. **In addition, examples of non-IB monitoring should be given, if they are part of the course.**

Resources

List the books and other resource materials and software that will be used in the course. Information should include what is currently available as well as what is being ordered.

Teaching time

List all classroom teaching hours for each HL and SL course.

In addition, the following points should be addressed for each subject group, and for theory of knowledge.

Group 1 subjects

- Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- List the works for language A1 and explain how these works reinforce internationalism.
- Does your list of works reflect the requirements of both “genres” and “periods”, as explained in the language A1 syllabus and in the prescribed book list (PBL) for your language A1?
- Are there adequate materials, particularly in literature, criticism and literary history?

Group 2 subjects

- Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?

- Is provision made for individual practice in speaking and listening over and above what is possible within regular class hours, whether through a language laboratory or by other means?
- Is each language level grouped appropriately, allowing the teachers to provide specialized, intense instruction for each group?
- Explain how the resources and themes chosen will highlight or reinforce internationalism.
- Is the school well stocked with general high-interest reading material at all levels of proficiency in the languages being offered?
- Does the school subscribe to newspapers and periodicals in the language(s) being offered for student and staff use?

Group 3 subjects

- Where history will be offered at higher level, please indicate the regional option selected.
- Have the teachers organized appropriate optional topics for study where applicable? Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- Explain how the topics chosen will be used to reinforce internationalism.
- Does the school subscribe to newspapers, periodicals and current reference materials providing up-to-date information, for both staff and student needs, relevant to the group 3 courses offered at the school?
- Where history will be offered at higher level, are there adequate reference materials in the library to support the study of the regional option, as well as to provide sources for in-depth study?

Group 4 subjects

- Have the teachers organized appropriate laboratory exercises and optional topics for study that conform to IBO requirements for the specific science course?
- Does the course provide adequate training in analytical and critical thought?
- Have science teachers collaborated and planned for the group 4 project?
- How do you envision that the methodology and resources with which the sciences are presented will enhance the international perspective of your students?
- Has there been an assessment of the laboratory facilities?
- Is there adequate instructional space for the group 4 courses?
- Are the science laboratories adequately equipped to perform those exercises required by the IB Diploma Programme curriculum?
- Does the school subscribe to appropriate scientific periodicals and journals and maintain balanced, current and adequate stocks in the life and physical sciences?

Group 5 subjects

- Does the course provide adequate training in analytical and critical thought?
- Have courses been sequenced to provide appropriate preparation for the various mathematics options and computer science?
- How will the international perspective of your students be enhanced by the methodology and resources used in the teaching of mathematics/computer science?

- Does the classroom and/or library contain a variety of modern mathematics textbooks, technical reference materials and other supplementary instructional materials to support the course(s) in IB Diploma Programme mathematics?
- Do students have access to calculators that comply with the current regulations for Diploma Programme mathematics?
- Does the classroom and/or library contain sufficient materials to support the computer science courses?

Group 6 subjects

- Are all group 6 courses adequately supported with materials and laboratory/studio space?
- Does the course outline adequately demonstrate that the school has prepared for the required internal assessments for the subject(s)?

Theory of knowledge

- Is the TOK course designed to conform to IBO requirements in substance and classroom hours?
- Indicate the distribution of TOK topics over the two years of the IB Diploma Programme.
- Does the course provide adequate training in analytical and critical thought?

All subjects

- Has a thorough review of the available resource materials and equipment (both within the department and in the library/media centre) been conducted?
- Are instructional materials available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses?
- Are community resources used both within the classroom and as part of regular field trips?
- Are the needs and projected costs of acquiring all necessary materials and equipment for each subject group clearly stated?
- Is an international perspective included?

Appendix 4 IB Diploma Programme course sequencing chart (optional)

	Diploma Programme course/subject (indicate SL/HL)	9th grade (penultimate year before Diploma Programme commences)	10th grade (final year before Diploma Programme commences)	Diploma Programme year 1	Diploma Programme year 2
Group 1: language A1					
Group 2: language B					
language A2					
language <i>ab initio</i>					
classical languages					
Group 3: individuals and societies					
Group 4: experimental sciences					
Group 5: mathematics and computer science					
Group 6: the arts					
Theory of knowledge (TOK)				Compulsory	Compulsory
Extended essay—research				Compulsory	Compulsory